

Greenbrier Elementary

853 Log Shoals Road
Greenville, SC 29607

Grades	K-5 Elementary School	
Enrollment	591 Students	
Principal	Mr. Philip L. Edge	864-355-5300
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	36	5	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located. 93.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

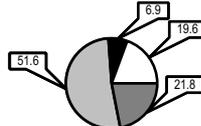
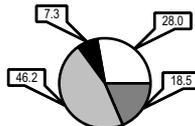
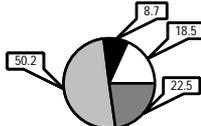
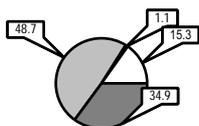
English/Language Arts

Mathematics

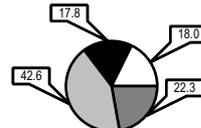
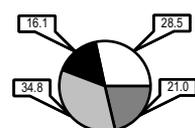
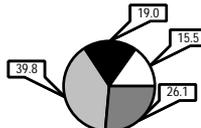
Science

Social Studies

Our School



Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	296	100.0	15.3	48.7	34.9	1.1	50.2	Yes	Yes
Gender									
Male	152	100.0	19.6	48.6	31.9	0.0	46.4		
Female	144	100.0	10.9	48.9	38.0	2.2	54.0		
Racial/Ethnic Group									
White	145	100.0	8.8	44.9	44.9	1.5	62.5	Yes	Yes
African American	127	100.0	23.3	51.7	24.1	0.9	34.5	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	6.7	60.0	33.3	0.0	66.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	238	100.0	13.6	46.4	38.6	1.4	55.0		
Disabled	58	100.0	21.8	58.2	20.0	0.0	30.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	296	100.0	15.3	48.7	34.9	1.1	50.2		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	293	100.0	14.7	48.9	35.3	1.1	50.4		
Socio-Economic Status									
Subsidized meals	91	100.0	25.6	50.0	24.4	0.0	38.5	Yes	Yes
Full-pay meals	205	100.0	11.2	48.2	39.1	1.5	54.8		
Mathematics – State Performance Objective = 36.7%									
All Students	296	100.0	18.5	50.2	22.5	8.7	50.2	Yes	Yes
Gender									
Male	152	100.0	16.7	50.7	22.5	10.1	53.6		
Female	144	100.0	20.4	49.6	22.6	7.3	46.7		
Racial/Ethnic Group									
White	145	100.0	9.6	50.0	26.5	14.0	61.0	Yes	Yes
African American	127	100.0	28.4	52.6	15.5	3.4	34.5	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	26.7	60.0	13.3	0.0	53.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	238	100.0	12.7	50.0	26.8	10.5	57.7		
Disabled	58	100.0	41.8	50.9	5.5	1.8	20.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	296	100.0	18.5	50.2	22.5	8.7	50.2		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	293	100.0	18.0	50.7	22.4	8.8	50.4		
Socio-Economic Status									
Subsidized meals	91	100.0	32.1	50.0	14.1	3.8	34.6	Yes	Yes
Full-pay meals	205	100.0	13.2	50.3	25.9	10.7	56.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	296	100.0	28.0	46.2	18.5	7.3	25.8
Gender							
Male	152	100.0	21.0	47.8	21.0	10.1	31.2
Female	144	100.0	35.0	44.5	16.1	4.4	20.4
Racial/Ethnic Group							
White	145	100.0	16.2	50.0	23.5	10.3	33.8
African American	127	100.0	40.5	42.2	12.1	5.2	17.2
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	33.3	46.7	20.0	0.0	20.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	238	100.0	22.7	47.7	21.8	7.7	29.5
Disabled	58	100.0	49.1	40.0	5.5	5.5	10.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	296	100.0	28.0	46.2	18.5	7.3	25.8
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	293	100.0	27.2	46.7	18.8	7.4	26.1
Socio-Economic Status							
Subsidized meals	91	100.0	43.6	38.5	15.4	2.6	17.9
Full-pay meals	205	100.0	21.8	49.2	19.8	9.1	28.9
Social Studies							
All Students	296	100.0	19.6	51.6	21.8	6.9	28.7
Gender							
Male	152	100.0	15.9	47.8	26.8	9.4	36.2
Female	144	100.0	23.4	55.5	16.8	4.4	21.2
Racial/Ethnic Group							
White	145	100.0	11.0	50.0	28.7	10.3	39.0
African American	127	100.0	29.3	53.4	13.8	3.4	17.2
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	26.7	53.3	13.3	6.7	20.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	238	100.0	16.8	49.5	25.0	8.6	33.6
Disabled	58	100.0	30.9	60.0	9.1	0.0	9.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	296	100.0	19.6	51.6	21.8	6.9	28.7
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	293	100.0	18.8	52.2	22.1	7.0	29.0
Socio-Economic Status							
Subsidized meals	91	100.0	28.2	53.8	12.8	5.1	17.9
Full-pay meals	205	100.0	16.2	50.8	25.4	7.6	33.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	100	100.0	5.2	32.0	54.6	8.2	62.9
	4	93	100.0	21.3	47.2	30.3	1.1	31.5
	5	98	100.0	12.8	52.1	35.1	N/A	35.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	96	100.0	10.5	30.2	55.8	3.5	59.3
	4	98	100.0	13.8	52.1	34.0	0.0	34.0
	5	102	100.0	21.1	62.1	16.8	0.0	16.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Mathematics							
	3	100	100.0	9.3	60.8	23.7	6.2	29.9
	4	93	100.0	29.2	46.1	22.5	2.2	24.7
	5	98	100.0	19.1	47.9	18.1	14.9	33.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2005	3	96	100.0	11.6	62.8	19.8	5.8
4		98	100.0	19.1	36.2	31.9	12.8	44.7
5		102	100.0	24.2	52.6	15.8	7.4	23.2
6		N/A	N/A	N/A	N/A	N/A	N/A	N/A
7		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Science							
	3							
	4							
	5							
	6							
	7							
	8							
	2005	3	96	100.0	23.3	52.3	23.3	1.2
4		98	100.0	29.8	38.3	21.3	10.6	31.9
5		102	100.0	30.5	48.4	11.6	9.5	21.1
6		N/A	N/A	N/A	N/A	N/A	N/A	N/A
7		N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Social Studies							
	3							
	4							
	5							
	6							
	7							
	8							
	2005	3	96	100.0	12.8	52.3	25.6	9.3
4		98	100.0	13.8	52.1	27.7	6.4	34.0
5		102	100.0	31.6	50.5	12.6	5.3	17.9
6		N/A	N/A	N/A	N/A	N/A	N/A	N/A
7		N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 591)				
First graders who attended full-day kindergarten	70.0%	Down from 93.8%	100.0%	100.0%
Retention rate	4.6%	Up from 4.3%	1.8%	3.0%
Attendance rate	97.4%	Down from 97.6%	96.8%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	2.8%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	2.1%	3.2%
Eligible for gifted and talented	16.9%	Down from 18.4%	22.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.1%	Up from 11.6%	7.1%	8.2%
Older than usual for grade	0.2%	Down from 0.5%	0.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	52.8%	Up from 47.2%	55.1%	52.6%
Continuing contract teachers	77.8%	Down from 86.1%	86.6%	83.3%
Highly qualified teachers	91.4%	Up from 90.6%	94.5%	93.5%
Teachers with emergency or provisional certificates	3.3%	Up from 3.1%	0.0%	0.0%
Teachers returning from previous year	80.3%	Down from 84.8%	87.3%	87.0%
Teacher attendance rate	93.7%	Down from 95.3%	95.5%	95.0%
Average teacher salary	\$43,098	Up 7.1%	\$42,969	\$41,703
Prof. development days/teacher	8.4 days	Down from 12.4 days	11.9 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 20.5 to 1	20.2 to 1	18.8 to 1
Prime instructional time	88.9%	Down from 91.1%	91.0%	89.8%
Dollars spent per pupil*	\$5,649	Up 16.8%	\$5,769	\$6,242
Percent of expenditures for teacher salaries*	68.6%	Up from 68.2%	68.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Excellent	Excellent	Good
* Prior year audited financial data are reported.				
		Our District	State	
Highly qualified teachers in low poverty schools		92.8%	89.4%	
Highly qualified teachers in high poverty schools		95.5%	90.1%	
		State Objective	Met State Objective	
Highly qualified teachers in this school		65.0%	Yes	
Student attendance in this school		95.3%	Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Greenbrier Elementary School is to help prepare all students academically, socially, and emotionally to be contributing members of a world society by providing diverse learning opportunities that challenge all students to reach their potential.

Attaining this mission is a collaborative effort at Greenbrier and teachers, parents, students, and community members alike continuously strive to meet and exceed local, state, and federal expectations.

As we continue to promote academic excellence at all levels of our organization we are working to raise the academic challenge and performance of each student by developing an Exemplary Writing Program, providing research and standards-based instruction in every classroom, incorporating a multi-sensory approach to instruction, integrating technology into every content area and correlating academic data sets including PACT Practice, S.T.A.R. Reading and Math, and benchmark assessments to effectively measure student progress. In addition, during the 2004-2005 school term, school personnel developed and implemented a data-driven faculty advisory committee to more closely meet the needs of students requiring additional academic assistance.

Along with raising the academic performance of students at every grade level, we are committed to ensuring that we have quality personnel in all positions. Our teaching staff is composed of highly skilled and committed educators dedicated to ensuring the academic, social, physical, and emotional growth of every child enrolled at Greenbrier. Through vertical and team planning, staff-led professional development, participation in local, state, and national conferences, and an emphasis on a collegial environment, the educators in our school are provided with continuous opportunities to develop, maintain, and refine their instructional skills and talents.

We are proud of the progress made by the Greenbrier Learning Community during the 2004-2005 academic term, including meeting the Adequate Yearly Progress criteria as stipulated in the No Child Left Behind legislation, and are eagerly anticipating continued improvements. Through the efforts of our students and teachers, along with the active involvement of our PTA and School Improvement Council, parents, community members, and district office personnel, we are committed to promoting our mission and ensuring that each of our students meets and exceeds his or her potential.

If you have any questions or comments regarding our school, please contact our principal, Mr. Philip Edge or Mrs. Tina Pringle, our SIC Chairperson.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	100	68
Percent satisfied with learning environment	93.5%	81.8%	80.6%
Percent satisfied with social and physical environment	97.1%	73.5%	83.3%
Percent satisfied with school-home relations	88.2%	84.5%	66.2%

*Only students at the highest elementary school grade level at this school and their parents were included.